

**NEW ASIA COLLEGE, THE CHINESE UNIVERSITY OF HONG KONG**  
**GENA2352B -- Service Learning Project**  
**(2020-2021 Term 2)**

**Course Outline**

**Teacher:** Dr. Choy Bing Kong (蔡炳綱), RSW

Tel. No. : 91558385

Email: chbiko@netvigator.com

**Teaching assistant:** Zheng, Cong 鄭聰 (1155041833@link.cuhk.edu.hk)

**Duration:** 15 January 2021 – 24 April 2021 (Fridays)

**Time:** 14:30 - 16:15 pm

**Venue:** **Mixed mode (Zoom platform + on site-service)**

Register in advance for this meeting:

<https://cuhk.zoom.us/meeting/register/tJMtcOGqrjopHdRJC06wU34RHy miKjzLE2XW>

After registering, you will receive a confirmation email containing information about joining the meeting.

**Credit:** 2 units

Language: Cantonese

**Course Description**

This College General Education Course aims at enhancing the understanding among the students on the needs and problems of various socially disadvantaged groups in Hong Kong, helping them to integrate their service and learning experiences, as well as cultivating a caring attitude for our society among them.

Based on the concepts and principles of Service-Learning and experiential learning, the students are required to plan and implement a series of services for selected socially disadvantaged groups being served by non-government organizations in local communities. Through lectures, video-show, sharing, discussion, group presentation and individual written assignment, the students are facilitated to review the relationship between individuals and the society, to apply knowledge and skills learnt in classes to their community services, to share and consolidate their experiences and insights gained from the process of running their community services, to

undergo in-depth self-reflection at personal, team and societal levels, as well as to develop care and concern on socially disadvantaged groups in our society.

## Learning Outcomes

Upon the completion of this Course, the students will be able to:

- a. Explain and assess critically a particular socially disadvantaged group in a local community,
- b. initiate and/or implement a community service project,
- c. acquire and apply knowledge on program planning, implementation and evaluation,
- d. integrate their Service-Learning experiences with specified perspectives and theories learnt from the lectures and their own readings, and
- e. self-reflect and attain personal development in relation to their Service-Learning experiences.

## Learning Activities

This Course is mainly composed of 3 sequential parts, viz. lectures, community service projects and group presentations.

After having gone through a series of 4 lectures(via zoom) in couple with exercises, video-show and discussion in the class, the students will be divided into several groups, with around 6 - 8 persons in each group.

All the students are required be involved in community service projects in groups (face-to-face) as volunteers, lasting for no less than 14 hours in 7 sessions. Each group will serve a selected service unit operated by a non-government organization in Hong Kong. A Group Leader and Deputy Group Leader will be elected among the group members themselves in each group, in liaising with various parties concerned for the community service projects. All members of each group will pay a pre-service visit to the service unit in which they are going to run their community service projects, so as to acquire understanding on the community and target groups which they will be serving. And then, they are required to plan and/or implement a series of services lasting for at least 12 hours in 6 sessions. They are expected to submit a session plan before each corresponding session in accordance with specified dates.

**The Course teacher will conduct at least 1 session of on-site/on-line supervision for each group during their community services, as well as an interim meeting with all the Group Leaders and/or Deputy Group Leaders (via zoom).**

Finally, each group will take turn to make a powerpoint presentation and lead discussion in classes during the last 2 sessions of this Course (via zoom), so as to review and consolidate their own Service-Learning experiences.

## Course Structure and Schedule

The structure, content, flow and schedule of this Course are delineated in the following table:

Week no.	Date	Format	Topics to be covered	Remark
1	15 January 2021 (zoom)	Lecture, video-show, exercises and group discussion	<ul style="list-style-type: none"> <li>➤ Mutual expectation</li> <li>➤ Course structure</li> </ul>	Groups for community services will be formed, according to preference and availability of students as far as possible.
2	22 January 2021 (zoom)		<ul style="list-style-type: none"> <li>➤ Volunteerism and personal development</li> <li>➤ Concepts of Service-Learning</li> <li>➤ Perspectives on human vulnerability</li> <li>➤ Socially disadvantaged groups</li> <li>➤ Social welfare services in H.K.</li> </ul>	
3	29 January 2021 (zoom)		<ul style="list-style-type: none"> <li>➤ Needs assessment</li> <li>➤ Program planning, implementation and evaluation</li> </ul>	
4	5 February 2021 (zoom)		<ul style="list-style-type: none"> <li>➤ Principles of experiential and reflective learning</li> </ul>	
5 – 12	19 February to 27 Mar 2021 (on-site)	Community service projects in groups	A pre-service visit to the service unit in the 5th week, followed by a series of 6 sessions of volunteer services to selected social disadvantaged groups in service units in specified communities during 6th - 12th weeks.	Not necessarily on Friday afternoons
13	9 April 2021 (zoom)	Group presentation and discussion	Highlights on the process, findings, reflection and suggestions on their community service projects; followed by inter-group feedback in the class Course evaluation and conclusion	
14	16 April 2021 (zoom)			

## Assignments and Assessment

Active participation of the students throughout the entire Course is deemed necessary in order to attain effective and fruitful learning.

Besides participation and performance in both classes and community services, the students are also required to make group presentation, as well as to hand in individual written assignment which would facilitate them to undergo a systematic review, reflection and crystallization on their Service-Learning experiences.

The group presentation and individual written assignment will facilitate the Course teacher to :

- a. identify what they have achieved, as well as applied what they have learnt in the class, in their community service projects, and
- b. appreciate what they have learnt about the service recipients, communities and social service agencies served by them.

	Areas of Assessment	Weighting	Remark
1.	Participation in classes	10%	Attendance record will be taken.
2.	Involvement and performance in the community service projects	30%	Based on observation in field visits by the Course teacher and his teammates, as well as feedback from the community partners; attendance record and on-site group photos will be taken.
3.	Group presentation and discussion on community service projects	30%	Each group is required to make a Powerpoint presentation and lead discussion in turn, within a specified time limit, in classes during the last 2 sessions.
4.	Individual self-reflection report as well as feedback on presentation of other groups	30%	<b>To be submitted to the Course teacher before 23:59 on 3 May 2021 (Monday).</b>

## Feedback and Evaluation

All the students will be invited to give their valuable feedback and suggestion individually, through the following exercises to be conducted during the last 2 sessions of this Course, by completing a:

1. Course Evaluation Questionnaire to be monitored by staff from New Asia College Office,

and

2. Feedback Form about their community services, to be monitored by the Course teacher and his teammates.

### **Academic Honesty and Plagiarism**

Information regarding the academic honesty and plagiarism policy in the University is located at <http://www.cuhk.edu.hk/policy/academichonesty/> . Some further advice is given below.

#### **Guideline about plagiarism**

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

<http://ec.hku.hk/plagiarism/introduction.htm>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action.

#### **Detecting plagiarism**

The Senate Committee on Teaching and Learning requires that all student assignments in undergraduate programmes should be submitted via VeriGuide. This policy will only apply to assignments in the form of a computer-generated document that is principally text-based (i.e., excluding calculations in science, brief laboratory reports, drawings in fine arts and architecture, etc.).

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at <https://veriguide1.cse.cuhk.edu.hk/cuhk/>
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in <http://www.cuhk.edu.hk/policy/academichonesty/p09.htm>
- The declaration should be signed, and the receipt stapled to a hard copy of the assignment upon submission.
- Assignments without the receipt will not be graded by teachers.

## **Learning Resources**

### Professional Help

The students in this Course will be invited to participate in experiential learning / activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological / emotional impact, they are encouraged to speak with the Course Teacher and to seek professional help for appropriate support.

### Suggested Readings

何潔雲、阮曾媛琪 (編) (2009)。邁向新世紀 - 社會工作理論與實踐新趨勢。香港：八方文化企業。

香港社會服務聯會 (2009)。香港社會福利概況。香港：香港社會服務聯會。(課堂上派發)

香港青年協會 (2009)。社會服務學習經歷 -- 青年服務長者專集。香港：香港青年協會。

Ngai, S. Y. (2009). The Effects of Program Characteristics and Psychological Engagement on Service-Learning Outcomes : A Study of University Students in Hong Kong. *Adolescence*. 44(174). 375-389. (To be distributed in class)

### Reference Materials on Service-Learning

向榮、董欣梅 (著) (2011)。服務 -- 學習手冊。北京：中國社會出版社。

東華大學教學卓越中心社會參與教師社群 (編) (2012)。教育小革命 -- 大學生的十堂社會參與課。台北：心靈工坊文化事業。

黃玉 (總校閱) (2009)。從服務中學習 -- 跨領域服務 - 學習理論與實務 (第二版)。台北：

洪葉文化事業。

Butin, D.W. (2010). *Service-learning in theory and practice: the future of community*

*engagement in higher education*. NY: Palgrave Macmillan. Chapter 1.

Chi, I. and Cheung, S.K. (2008). *Social work in Hong Kong*. HK : Hong Kong Social Workers Association.

Ferrari, J.R. & Chapman, J.G. (2009). (Eds). *Educating students to make-a-difference: community-based service learning*. NY: Haworth Press.

Hammer J.B., Wilder B., Avery G. & Byrd L. (2002). Community-Based Service Learning in the Engaged University. *Nursing Outlook*. March/April 2012. 67–71.

Hughes, C., Steinhorn, R., Davis, B. Beckrest, S., Boyd, E. & Cashen, K. (2012). *University-Based Service Learning: Relating Mentoring Experiences to Issues of Poverty*. *Journal of College Student Development* 53(6). 767-782.

Kenny, M.E., Simon. L.A.K., Kiley-Brabeck, K. & Lerner, R.M. (2002). (Eds.). *Learning to serve: promoting civil society through service learning*. Boston: Academic Publishers.

Leung, K. K., Liu, W. J., Wang, W. D. & Chen, C. Y. Factors affecting students' evaluation in a community service-learning program. *Journal of Advances in Health Sciences Education*. 12 (4). 475-490.

Ngai, S. Y. (2006). Service-Learning, Personal Development, and Social Commitment: A Case Study of University Students in Hong Kong. *Adolescence*. 41 (161). 165-176.

Seider, S. C., Gillmor, S. C. & Rabinowicz, S. A. (2011). The Impact of Community Service Learning Upon the Worldviews of Business Majors Versus Non-business Majors at an American University. *Journal of Business Ethics*. 98. 485-503.

Wilczenski, F.L. & Coomey, S.M. (2007). *A practical guide to service learning: strategies for positive development in schools*. NY: Springer. Chapters 1 & 2.

Xing, J. & Ma, H. K. (2010). *Service-Learning in Asia: Curricular Models and Practices*. HK: Hong Kong University Press.

#### Reference Materials on Volunteerism and Personal Development

香港青年協會 (2008) 。 「青年志願者領袖培訓計劃」彙編。香港：香港青年協會。

Bennis, W.G. (2003). *On becoming a leader*. Perseus: Oxford.

Clary, E.G., Snyder, M., Ridge, R.D., Copeland, U., Stukas, A.A., Haugen, J., et al. (2008). Understanding and assessing the motivations of volunteers: a functional approach. *Journal of Social and Personality Psychology*. 74(6). 1516 – 1530.



Haldar, U.K. (2010). *Leadership and team building*. India: Oxford University Press.

Hodgkinson, V.A. (2003). Volunteering in global perspective. In P. Dekker & L. Halman (Eds), *The values of volunteering: cross-cultural perspective*. NY: Kluwer Academic / Plenum Publishers.

Liu S.C., Holosko, M. & Lo, T.W. (Ed.) (2008) "Youth Empowerment and Volunteerism: Principles, Policies and Practices". City University of Hong Kong Press. 298-306.

Omoto, A.M. & Snyder, M. (2002). Considerations of community: the context and process of volunteerism. *American Behavioural Scientist*, 45(5), 846 – 867.

Sturmer, S., & Snyder, M. (2010) (Eds.). *The psychology of prosocial behaviour*. UK:Wiley-Blackwell.

Taylor, T. P., & Pancer, S. M. (2007). *Community service experiences and commitment to volunteering*. *Journal of Applied Social Psychology*, 37(2), 320-345.

Wilson, J. (2000). Volunteering. *Annual Review of Sociology*, 26, 215 – 240

Wong, L. P., Chui, W. H., & Kwok, Y. Y. (2010). *The Volunteers Satisfaction Index: A Validation Study in the Chinese Cultural Context*. *Journal of Social Indicators Research*. DOI 10.1007/s11205-010-9715-3.

#### Reference Materials on Understanding the Social Disadvantaged Groups and Social Welfare Services in Hong Kong

周永新 (2013) 。社會政策的觀念和制度。香港：中華書局。

黃洪 (2013) 。「無窮」的盼望 -- 香港貧窮問題探析。香港：中華書局。

陳啟芳、黃昌榮、邵家臻 (編) (2012) 。會說話的社會福利。香港：圓桌文化。

Batson, C.D., Admad, N. & Tsang, J.A. (2002). Four motives for community involvement. *Journal of Social Issues*, 58(3), 429 – 445.

Altschuld, J.W. & White, J.L. (2010). *Needs Assessment, analysis and prioritization*. LA: Sage.

#### Reference Materials on Program Planning, Implementation and Evaluation

甘炳光 (2009) 。小組遊戲帶領技巧 -- 從概念到實踐。香港：香港城市大學出版社。

黃幹知、梁玉麒 (編著) (2011) 。舉一玩十 -- 一種物質帶領多個遊戲。香港：策馬文創。

張兆球、蘇國安、陳錦漢 (2009) 。活動程序：計劃、執行和評鑑。香港：香港城市大學出版社。

蔡炳綱、吳漢明 (2001) 。72個體驗活動。香港：匯智。

McDavid, J.D. & Hawthorn, L.R.L. (2006). *Program Evaluation and performance measurement*. Thousand Oaks, CA: Sage.

*Reference Materials on Experiential Learning and Reflective Thinking*

Kolb, D.A. (2004). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Brockbank, A. & McGill, I. (2007). *Facilitating reflective learning in higher education*. (2nd ed.) NY: Open University Press.